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ABSTRACT

This case study examined the effects of the "Formation Of Concept between you and me which is US" (FOCUS) model on teacher perception and efficacy and its application in the classroom. The FOCUS model, based on the theory of Interactive Perceptual Psychology (IPP), uses concepts to assist in altering teacher perception of the student as a total human behavioral system. It also uses positive modeling behavior and the techniques and processes that can be used to activate interaction with students. Fifteen teachers in graduate classes who had participated in FOCUS seminars documented 13 journal entries about their experiences utilizing these concepts over a 3-month period. Self-report analysis, measured by the Stages of Perceptual Outcomes Matrix, suggested that better knowledge of FOCUS concepts altered participants' perceptions and increased self-efficacy, and served to reinforce application of techniques in the classroom. Implications for the use of the FOCUS model, in addition to further research, are discussed. Appendixes contain figures illustrating the FOCUS model, research questionnaire, technique definitions, and a figure showing stages of perceptual outcomes. (Author/JB)

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THE EFFECTS OF THE FOCUS MODEL ON TEACHER PERCEPTION, EFFICACY, AND APPLICATION IN THE CLASSROOM

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Abstract

This case study examined the effects of the FOCUS model on teacher perception and efficacy and its application in the classroom. The FOCUS model, based on the theory of Interactive Perceptual Psychology (IPP), utilizes concepts to assist in altering teacher perception of the student as a total human behavioral system. It also utilizes positive modeling behavior and the techniques and processes that can be used to activate interaction with students. Fifteen teachers in graduate classes who had participated in FOCUS seminars documented thirteen journal entries of their experiences utilizing these concepts over a three month period. Self report analysis, measured by the Stages of Perceptual Outcomes Matrix, suggested that increased knowledge of FOCUS concepts altered participants perceptions and increased self-efficacy as well as application of techniques in the classroom. Implications for the use of the FOCUS model, in addition to further research, are discussed.

INTRODUCTION

Throughout its history, our educational system has been involved in many attempts to change and reform our approach to teaching children. Most of these attempts to bring change were based on the behaviorist views of Pavlov, Watson and Skinner. These behaviorists claimed that since the inner workings of the mind cannot be observed or even measured, the logical approach must be the study of our outward visible actions, the things that can be concretely seen. This belief in stimulus-response psychology, that the only way to elicit a response is through the use of some external stimuli (and thus that the energy for change is external rather than internal), has permeated all areas relating to human behavior and interpersonal affairs, especially how we educate our children.

Even though the stimulus-response theory is so widely accepted, there has developed concurrently the theory that the energy for change in human behavior does not rely simply on external stimuli but rather it comes from within. Studies made in the twentieth century by Glasser, Langer, Rogers, and Powers among others restate the reflections of the writings of Plato, Locke, and Rousseau, thus reversing the last century of behaviorist thought. They would claim that the locus of control comes from within and that humans are motivated by internal properties rather than external pressure.

Once again our educational system finds itself in the midst of change and reform. We are now living in a time when our country is questioning the direction of our schools and the quality of the students we are producing. The question is, will we continue to address these concerns from the behaviorist point of view or will we begin to incorporate the theories of Rousseau, Piaget, Dewey and Rogers that all point to the need for an inviting child-centered climate which provides active learning with hands-on experience. In his classic work Emile, Rousseau (Cahn, 1970) wrote "childhood has its own way of seeing, thinking, and feeling, and nothing is more foolish than to try to substitute ours for theirs" (p. 162). Rousseau saw a need for a child-centered classroom.

Piaget (Pulaski, 1980) explains: "to understand is to discover, to reconstruct by rediscovery, and active methods must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition" (p. 213). At the base of Dewey's philosophy was the idea that "there is an intimate and necessary relation between the processes of actual experience and education" (Dewey, 1938, p. 20). This idea meshes with Rogers' concept of the individual continually involved in the process of "becoming." Rogers saw that the individual has within himself vast resources for self-understanding, for altering his self-concept, his attitudes, and his self-directed behavior - - and that these resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided (Rogers, 1961).

In an effort to respond to the need for a child-centered approach to education, teachers have for many years benefitted from the brilliant ideas of individual educational pioneers who have attempted to explain and respond to critical issues in education. One example is Gardner's theory of multiple intelligence, emanating from Piaget's developmental cognitive stages, arguing that twentieth century education was too one-dimensional and lacking in stimulation for the majority of children. William Spady's research into outcome-based education encouraged teachers to look at the whole process of learning, to believe that all children can learn, and to encourage curricular flexibility to allow children to master appropriate skills. All of these exceptional concepts coupled with the theories of Rousseau, Piaget, Dewey, Rogers, and Glasser are of inestimable value as the basic elements that can lead to the formation of a general behavioral model. Taken in isolation, many excellent innovative ideas will lead to minimal dynamic change. What these theories and concepts lack is the explanation of the process which engages the learner into the learning dynamic. By shifting the emphasis onto the learner, we can gain insight into the human behavioral system. By understanding how the system works, we can realize that predictable outcomes and accountability are feasible once educators are engaged in a model that is well-defined, that has been proven to be successful, and that can be replicated. Interactive Perceptual

Psychology (IPP), developed by Dr. Gary F. Russell, is a psychology which integrates these theories.

IPP reverses the presently accepted paradigm of humans being solely influenced by external energy, and is the psychology that shows that human behavior is the sum total of the internal energy derived from thinking, feeling, and acting. IPP views human behavior in a three dimensional rather than one dimensional form. In IPP, behavior does not simply relate to actions, as behaviorists would claim, but also involves thinking and feeling.

IPP believes that this internal energy comes from the interaction between ten receptors found within each human being:

1. Man's will
2. Internal Motivation
3. Psychological Dimensions
4. Learning Styles
5. Cognitive Development
6. Belief Structures
7. Physiological Needs
8. Social/Emotional Development
9. Language Development
10. Spiritual Beliefs

These receptors have been identified by a myriad of writers, thinkers, scientists, and philosophers in isolated theories and can be listed individually, but it must be continually stressed that IPP sees the individual receptors as being in a continual state of interaction within each human being. This interactive relationship between the receptors makes up the sum of each individual's total personality, and the internal energy derived from this interaction is the motive for one's behavior.

The purpose of this psychology is to explain the natural interrelations between people who appear to get consistently effective outcomes and believes that this can be replicated. It also believes that the entry point to our receptors comes through our perceptual world which is made up of all our senses. The energy of what is sensed, which can be another person, the environment or any external influence, is then distributed throughout the entire body through the ten receptors, thus linking mind and body. The ten receptors, in turn, interpret and give meaning to the energy and thus perceptions are developed that lead, in turn, to attitudes. We develop a value system upon which we ultimately act. Our behavior then consists of three broad areas - - thinking, feeling, and acting. We act over a period of time just using external energy as a means for that change.

The activation of receptors and the generation of internal energy is procured through the working model of FOCUS. FOCUS is the acronym for Formation Of Concept between you and me which is US. This model has as its methodology the combination of a client-centered philosophy and consistent positive sending behaviors, which when integrated with several human development theories through a four step process, produces predictable and measurable outcomes.

The FOCUS model has an SRO representative (see Appendix A). Relative to the client-centered philosophy, the core of this model is the receiver (R). The "R" represents the starting point for the energy of change. Within the receiver are the ten receptors that are built in components found naturally in every human being. These receptors, when activated, create one's own individual personality through their interplay.

The model also has an "O" which represents outcomes. Along with the "R" and the "O", the model must have, as with all interrelations between humans, an "S" which stands for sender. The sender represents any external energy that might have some activating property. A sender could be a person or, in the case of physiology, any type of outside energy. It is not enough to know the components of the model. In order to activate the energy that lies within the interaction of components, one must acknowledge the step by step activating process that enables the sender to

interact with the receiver. These steps are a way of controlling the outcomes by taking a sequential view of both the process and the techniques that would be needed to activate it.

This process (see Appendix A) is cyclical in nature and commences with the Formation of Concept (Step One) which accesses an individual's prior knowledge base in preparation for further learning. Integration of Concept (Step Two) utilizes the foundation of prior knowledge to build, blend and integrate new concepts. These integrated concepts produce energy which activates an individual's internal motivation to create and implement a plan that manipulates the newly acquired concepts, called Synergration of Concept (Step Three). The fourth step, or Reformation of Concept, involves evaluating the plan by identifying and solidifying the effective qualities and/or returning to Step One, Formation of Concept, to address the inefficacious components.

Through the development of the knowledge of the components of the FOCUS model and the utilization of the four step process, behavioral changes can be activated by the progression of conceptual change leading to the altering of concept (C), emotions and understanding (B), which ultimately leads to changes in actions (A). Thus a C-B-A sequence as opposed to an A-B-C sequence is developed. This step by step activating process enables the sender to interact with the receiver in order to achieve the desired outcomes.

It is these outcomes this case study attempts to examine. Without a clear idea of why and how humans behave, and the activating model to explain and support it, any attempt to improve education will have random and unsustained success. The FOCUS model, with its built-in activating component, enables teachers to not only understand the concepts, but also to equip them with educational strategies to implement it daily within their classroom. Hence, this study was conducted to examine the effects of the FOCUS model on teacher perception and efficacy and the application of this model in the classroom.

It was believed that teachers, after receiving experiential instruction in FOCUS seminars, would experience a change in perception and self-efficacy, thereby inducing further application of the concepts in the classroom due to the interactive nature of the model.

Considering their level of understanding of FOCUS, participants would begin to build their knowledge and comprehension of the model components (C). Through the construction of this knowledge, they would begin to value the concepts (B) which would ultimately lead to the implementation of that knowledge (A). As a result of this C-B-A cycle, the participants' perceptions of their ability to utilize the FOCUS model would either change or be solidified, producing a perceptual alteration. This alteration would be evidenced in the reduction of burnout and an increase in self-efficacy.

METHOD

Subjects

Subjects consisted of fifteen teachers, school counselors or principals previously enrolled in FOCUS workshops. Letters were sent out to the 750 persons who had participated in at least one FOCUS seminar within the year (August 1991 - August 1992). The letter requested their participation in ongoing research by enrolling in a FOCUS course entitled, "This Is What I'm Doing, This Is How I'm Doing It, And These Are My Outcomes . . . Now I Know Why." Seventeen individuals responded and volunteered their participation. One participant of the seventeen withdrew early in the study. Another participant did not complete the data necessary for the study. Years of teaching experience ranged from five to 28 years, with a mean of seventeen years (M=17). Seven participants were from a suburban district; five participants were from an urban district; and three were from a rural district. Range of contact hours in FOCUS seminars was 30 hours to 225 hours, with a mean of 93 hours (M=93). Five were elementary teachers, five were middle school teachers, two were high school teachers, and one was a junior/senior high

Learning Disabilities tutor. The remaining two subjects were an elementary school counselor and an elementary school principal. All subjects were Caucasian.

APPARATUS - COURSE DESCRIPTION

The three month course was entitled, "This Is What I'm Doing, This Is How I'm Doing It, And These Are My Outcomes . . . Now I Know Why." Due to graduate credit given for completion of the course through Ashland University, the academic course title was listed as, "Strategic Planning For The Implementation Of Practical Classroom Research."

The course was created to afford participants an opportunity to implement concepts previously developed through their participation in various FOCUS workshops. Through active experimentation, they were able to implement and apply the knowledge they had gained over the past year.

The objectives of this course were as follows:

1. Participants would experience involvement from an affective and cognitive point of view using the four steps of the FOCUS model.
2. Participants would further develop their understanding of the four steps of FOCUS.
3. Participants would implement and apply their knowledge and understanding of the FOCUS model in their classroom.
4. Participants would record, analyze, and evaluate the use of the FOCUS model with regards to its impact on themselves and their students.
5. Participants would develop an understanding of Step Four of FOCUS as it pertained to the evaluation of experiences through the identification of what is effective and what is of concern.
6. Through collaboration, participants would identify possible strategies to address concerns.
7. Through goal-setting, participants would develop the best possible plan to eliminate concerns while building on successful strategies.

Procedures

The subjects' course requirements consisted of two components: four, four hour in-class sessions over a three month period and fieldwork comprised of one hour daily journal entries five times per week over that same three month period (twelve weeks). Additionally, as a culminating activity, participants were required to complete a final journal entry elaborating on responses to three questions proposed by the facilitator. No journals were read by the facilitator until after the completion of the course.

During the in-class sessions, the course instructor facilitated an approach to teaching that provided participants a living demonstration of the concepts being presented with the participants' involvement.

The experiences of the participants were examined and analyzed through the four steps of FOCUS, thereby bringing relevance and personalization to course content.

The first meeting was held on September 10, 1992, at which time consent and release forms were signed relative to participation in this study. Subjects then compiled an extensive questionnaire (see Appendix B) that detailed their understanding of the FOCUS model and the impact it had on their thoughts, feelings, and actions. Participants were then asked to verbalize their expectations of the course which consisted of:

1. Not lose sight of what we really wanted to do.
2. Motivator to continue when times get rough.
3. Want my students to be more successful.
4. Build an "I Can" attitude in every individual.
5. Nice classroom, warm, happy environment.
6. Energized energy for others, keep high energy.
7. Accountability, put into practice what I wanted, recording.
8. Use FOCUS for practicum, research.

9. Make headway with students, freedom of thought, good structured/unstructured thinking.
10. Keep doing different things, keeps you on toes, success.
11. Students involved in issues being discussed.
12. Balance approach to detail with classroom management, doing with feeling.
13. Reach 50% of students for whom nothing seems to work.
14. Identify paradigms by which we live and work, and our feelings about them. How to reach that other 50% for whom nothing seems to work.
15. Make FOCUS a true part of me, not hit or miss; develop consistency.
16. Continuous follow-up.
17. Research to back theory.

After generating the list of desired outcomes, participants then discussed how the implementation of their knowledge of the FOCUS model in their classrooms would help them attain these outcomes. This was Step One, Formation of Concept, of the Four Steps of the FOCUS model. It was then explained to the participants that they would be journaling about what they were implementing in their classrooms. They were asked to keep a daily journal with regards to what they were doing in their classroom, why they were doing it, and how they and their students felt about what was taking place in the classroom. At the end of each week participants were asked to write a summary of the week, addressing these questions:

1. What are you doing in your classroom?
2. Why are you doing what you are doing?
3. How are you feeling about what you are doing, and how are the kids feeling about what's happening?

It was then explained that at each monthly meeting participants would have a chance to evaluate what was working in their classrooms in regards to what they were implementing, and what concerns they had. This would utilize Step Four, Reformation, of the FOCUS model and

lead them back into Step One, Formation of Concept, Step Two, Integration of Concept, and Step Three, Synergration of Concept, at which time they would design a plan to implement during the four weeks until our next meeting.

At the second monthly meeting on October 5, 1992, participants were asked to describe the thoughts, feelings, and actions of their students and themselves in regards to a day that they perceived as meeting their expectations. They then looked for commonalities between the thoughts, feelings and actions of their students and themselves. This activity was done utilizing the 1-2-4 technique; 1 being time for each participant to put down their own thoughts; 2 sharing it with one other person in their group of four; 4 sharing the pairs' ideas with the entire group of four and then creating a chart that contained what they had discussed. The charts were then posted and shared in a large group debrief, where the individual group ideas were elaborated on.

The next activity of the evening asked the participants to identify what was working effectively in their classrooms in terms of what they had been implementing. They were then asked to identify concerns and to prioritize those concerns. After that, the facilitator lead a discussion on Step Three, Synergration of Concept, of the FOCUS model. During this discussion the importance of formulating a plan, reaching agreement with the parties involved in that plan, building a commitment for the plan, which involved a time frame and then testing or trying the plan, was outlined and identified as P.A.C.T. It was also explained that after this step was completed it would take the participants into Step Four, Reformation of Concept, which was where we had begun the evening. Participants were then given time to work collaboratively in groups of four to design their plans.

On November 5, 1992, our third monthly meeting was held. A class meeting was held with participants on thinking. Participants were led through a series of questions on what is thinking, what are the signs that thinking is going on, what are the different kinds of thinking, what are the effects of thinking, what thinking have they experienced, have they ever thought about their

thinking and what was it like. After the class meeting, participants were asked to think about an activity or lesson that they had done in the past month that had been successful. They were then asked to identify their thinking behind the activity, and what thinking had they hoped would occur for their students. During the large group debrief of this activity C-B-A (concept, belief, achievement) the underlying essence of IPP was discussed in terms of: when the achievement isn't there a teacher needs to ask what did I do to build the concept, and tap into the students' beliefs, making it relevant to get the achievement. The aforementioned class meeting on thinking was used as a method to explain to participants that an effective lesson follows what they had experienced in the class meeting. Participants gained clarity by defining (Step 1), by gaining meaning and belief by personalizing (Step 2), and by implementing those beliefs and clarification through a challenging question (Step 3). Thus the whole process marries the 4 step process of the FOCUS model.

The participants were then given time to identify what had been effective in the past weeks and what their areas of concern were. They then had time to prioritize their concerns and design their plan using the support of their group members (Step 4 of the FOCUS model).

The final meeting was held on December 3, 1992. Participants were asked to think back to September and what they had hoped to gain from this experience. They were then asked to identify what it was that they had in fact gained. They then compared the lists in terms of their thinking, feeling and acting. This activity was completed using the 1-2-4 technique, followed by a large group debrief in which the following comments were made:

- Focusing on the receiver constantly
- Principal and another teacher have asked for an inservice on your stuff, what are you doing that I am not
- Kids more confident
- More connections

- Kids more aware of each other
- Work with each other
- Academics way up
- Kids proud of self and each other
- Not resisting noise level
- Less stress on me
- More parental support, kids happy
- More focused on FOCUS, not just workshop, living it more, evaluating what's working what is not
- Meeting individual learning styles
- Changing paradigm, my faculty and I relying less on technical solutions, more invitations, receptor qualities, start on the inside
- Not afraid to write
- Not afraid to share and ask for help
- Powerful sharing, cooperating
- Looking at why it works
- Trying new things
- Teacher confidence
- Not afraid of failure, because I don't have it, I just refocus and redo it
- Becoming more positive
- Sharing more responsibility
- Less need for power among teachers

As a final activity, participants were asked to review their journal entries and respond to the following questions: "With what you know now of the FOCUS model, what corresponds with your thinking, feeling and acting during the past three months." Participants were asked to use

their journal entries as a resource and to cite their specific thoughts, feeling and actions and how they correlated with the FOCUS model.

Analysis

Final journal entries were read and 222 statements that demonstrated a correlation with the FOCUS model were extracted. The contextual framework was emphasized to preclude erroneous interpretation because "meanings are contextually grounded" (Mishler, 1986, p. 117). Statements were then rated according to their pertinence to one of the five stages of the Perceptual Outcomes Matrix (see Appendix C).

This matrix, developed through previous research on the FOCUS model evidences the progression of stages of perceptual outcomes through which each individual advances as a result of their involvement with the interactive model of FOCUS. Each stage addresses the possible thoughts, feelings, and actions of an individual.

In the Perceptual Outcomes matrix, the Personal Perception Stage involves an individual's external interpretation of exposure to the FOCUS model including his/her relationship to that experience and the value assigned to it.

The Intra-Personal Perception Stage entails an individual's increased awareness and comprehension of the FOCUS concepts relative to their personal being.

The Inter-Personal Perception Stage encompasses an individual's initial implementation of the techniques and processes of the model in other relationships due to their observation of the results from application of FOCUS.

The Systemic Perception Stage involves an individual's consistent application of the FOCUS concepts to a more extensive agenda of interactions.

The Judgmental Perception Stage entails an integration and application of the FOCUS model and IPP theory. An individual analyzes and evaluates effective strategies for continued

implementation. Those which are ineffective are reconstructed utilizing the model concepts to obtain ones which are more feasible.

The statements were rated by the course facilitator, another FOCUS facilitator who was uninvolved in the course, and a graduate student independent of the FOCUS network. Each rated independently of the others.

Analysis included identification of the perceptual movement of statements in seven areas which are relative to components of the "sender" in the FOCUS model.

RESULTS

The seven areas identified through the Perceptual Outcome Matrix were Philosophy, Comprehension of the FOCUS Model, Self-Awareness of Positive Modeling Behaviors within the sender, Development of Techniques, Self-Evaluation of Teaching Methods, Positive Psychological Climate, and Self-Efficacy. Each of these areas represents the ingredients necessary for producing perceptual change which induces application in the classroom effecting increase in self-efficacy. The increase in self-efficacy served to reinforce application in the classroom through perceptual alteration. Subject statements for each area are listed.

Philosophy

This area involves the subject's philosophical approach to teaching. The FOCUS model has as its central core, the receiver (R) who is seen as the originator of the creation of energy for change. Therefore, a student-centered or R approach with attention and awareness of the ten receptors is imperative to successful outcomes such as self-efficacy. In order to achieve optimum results with students, one must concentrate on the concepts (C), beliefs (B), and actions (A) of the students already present, and progress from there in building further knowledge.

Student Statements

1. ". . . in the past I had been taught to be and practiced being a controlling teacher. Now my students and I start each work time by discussing, 'What do you need to work on?'"

2. "Probably the most significant aspect of this research is my new realization of the teacher-centered emphasis in my classroom. I am conscientiously aware of student-centering my instruction."
3. "I further want to allow my students opportunity to find help in many sources, not just adult authority, a positive resource to be sure, but not an infallible one."
4. The first day of school the class writes the rules for the year and then votes on it . . . It works so well because it came from the students' ownership."
5. "Creating a client-centered environment within my classroom is a constant goal. Awareness of the students' thoughts, feelings, and needs help in the writing of lesson plans."
6. "This four step process provided the framework for my efforts to change from a teacher-directed class to a student-involved class."
7. "I know what rules I need, but instead of dictating them, we (children and I) discuss each of the five and discover its relevance to not only classroom life, but the children's life outside school. In this way I believe I am beginning to show some understanding and empathy."
8. "I pose the problem to others in the group and invite them to help their peer problem solve."
9. "I made a suggestion or asked a question . . . Once we have determined the task, we plan an approach, again through questions."
10. "I used them and their interest in art to my advantage. By sharing our thoughts (pictures) we were able to combine them and ended up with the same understanding of what an outline was used for."
11. "The students were all thinking about trying new things, focusing on goals, evaluating their feelings, and doing. They are more willing to share and ask for help. During the last three months the students became aware of their thinking, feeling, and doing."
12. "We discuss (class meeting) what is happening in the room, good and bad, how it can be improved or modified to better suite our needs."

13. "Together we look at student expectations."
14. "Students help design class rules."
15. "We do 'what ifs' which involves starting with a 'picture' of their beliefs."
16. "We hold class meetings which allow them to address and discuss issues of concern."

Comprehension of the FOCUS Model

Naturally, the optimal results of FOCUS can best be realized with an increased comprehension of the concepts. Included in this comprehension is the fact that not only can the subject/teacher be the sender (S), but also they must have the activated awareness to comprehend themselves as a receiver (R), in order to more effectively rate the concepts. Crucial to this comprehension is the activated awareness of the subject to acknowledge and understand that the SRO components are not to be viewed in isolation, but rather as one whole interaction between the three components.

Subject Statements

1. "On September 10, 1992, my understanding of FOCUS was that FOCUS was a technical procedure that could be taught and learned that would enhance student learning . . . My level of understanding stopped with some of the procedures I learned in workshops . . . In particular, to me FOCUS was 1-2-4. I was not able to see beyond the procedure to the purpose of 1-2-4 even though I remember saying things and writing comments that would suggest I understand FOCUS to be a process . . . My experience during this time helped me to perceive FOCUS as a people to people process. I no longer regard FOCUS as a set or system of steps and procedures. To me FOCUS is a constructive, empathetic way of being a person and communicating with other people."
2. "Even the act of writing about it allows me to refine FOCUS and understand it better, perhaps because it becomes more firmly connected to my beliefs."
3. "I feel I finally understand the process somewhat so I could try and use it in my classroom."

4. " . . . the true benefit of 'FOCUS' was that it has provided me with an opportunity to 'smell the flowers.' . . . knowing and experiencing the things that work 'working for me'."
5. "FOCUS was and is a way of bringing the thoughts and ideas of people together to find some common ground . . . useful in developing further communication among the parties involved."
6. "My thinking, feeling, and actions correspond directly to the FOCUS model. Brought out in my journal by the many positive days I have had with my kindergartners."
7. "FOCUS is thinking, feeling, and doing. Thinking about what you know, how you feel, what you did, why you did it, why something worked or didn't work and planning so that you can repeat your success or be successful in the future."
8. "It encourages people to take responsibility for their past, present and future actions through planning, acting, reflecting (debriefing) and replanning."

Self-Awareness of Positive Modeling Behaviors

Carl Rogers knew that if certain attitudinal conditions existed, certain definable changes would occur. Teacher positive modeling is the demonstration of behaviors through which learning occurs by receiver observation. Self Awareness of one's own positive modeling behaviors provides one of the best opportunities for effectual exchanges between S and R and thus enhance the learning process. The subject/teacher must model consistent, dependable, genuine, responsible, and caring behaviors, such as: 1) empathy, 2) congruency, 3) to be real, 4) sense of freedom and 5) unconditional positive regard.

Subject Statements

1. "I must be in touch with my thoughts, feelings, actions. I want this model to produce predictable and measurable outcomes."
2. "My feelings are an offspring of my thoughts. How I am feeling about myself and my students is directly conveyed through my behavior."

3. "I need to be a very positive model to my students. For FOCUS to be effective in my classroom I must think that my students have unlimited potential to grow, develop, evolve."
4. "I now view FOCUS as working constantly to be humane with others."
5. "I try my best to treat the children with 'unconditional, positive warm regard.' . . . to use only positive statements. I'm always honest with the children. This would qualify for the model in both being genuine and transparency."
6. "I tried to act calm, speak quietly, smile often, and model positive behavior."

Development of Techniques

Essential to the implementation of the FOCUS model concepts are the techniques designed to address the receiver's (R's) ten receptors. These techniques aid in making the connection between the sender (S) and the receiver (R), to increase the capability of the input relayed by the sender(S) to the receiver (R) of being accepted into their conceptual network. Some of the FOCUS techniques specifically identified by the subjects were: 1-2-4, academic layering, Class Meeting, Questioning (Entry, Experience, Evaluation, Elaboration), Debriefing and Consensus. (See Appendix D).

SUBJECT STATEMENTS

1. "I began planning for increased opportunities for pair-sharing each week."
2. "I soon adjusted to a more concrete learning based on peer strength for accurateness . . . I am now automatically considering options such as 1-2-4-, learning styles, levels of cognition, student empowerment and CBA in group activities."
3. "Reading my log was a reflective experience. Attempts to provide a client-centered classroom included the following lesson plan techniques: charting, worksheets, discussions, reading aloud, homework, study guides, visuals, interviewing, VHS tapes, filmstrips, silent reading, group projects, pair-sharing, lectures, questioning . . . the above techniques were an attempt to layer the ideas presented and discussed in class."

4. "The primary FOCUS techniques include 1-2-4, charting, layering, questioning, class meetings, lecture, and group discussions. All of these were used throughout the 12 week period with varying degrees of success."
5. "The first technique used in the quest for total class involvement in the learning process. The 1-2-4 was used as the organizational structure. This organizational method proposes a sharing technique which creates the greatest retention and understanding of material. It worked well when used as a pair-share activity."
6. "This type of questioning technique generated a great amount of discussion. This technique resulted in greater retention and understanding of concepts."
7. "Nowhere in the early parts of this journal could I find documentation that I presented concepts in a class meeting or 1-2-4 layering. No wonder I was having so many problems! . . . Later on in the journal I conducted a class roughly modeled after a class meeting format which worked well."
8. "Learning how to recognize each student by sitting in a circle so everyone participates and practicing the 1-2-4 thinking, decision making technique certainly made me aware of teach individual student."
9. "Becoming skilled at not accepting excuses, but instead putting the responsibility back where it belong with the person making the excuse . . . I generally respond with 'What are you doing to do about it now?' or 'What will you do different next time?'"
10. "Understanding and applying the concepts of debriefing as a useful tool in teaching everyday life."
11. "Layering was accomplished using a variety of techniques tested."
12. "The reorganization of the textbook was an attempt to create better layering. This reorganization allowed for a logical progression of material and resulted in greater retention."

13. " . . . I analyzed the needs of the class and aligned the receiver characteristics with the sender method."
14. "One of the most effective methods of teaching/learning that we have been using is peer tutoring in 2's or 3's and the 1-2-4. This allows the students to work independently, then conference (and adjust and change) work as a group and come to a consensus."
15. "We did get a lot of brainstorming together to come up with a plan to solve a problem. The students were buying into it. They learned how to set goals, evaluate, achieve or re-evaluate so they could achieve."
16. "Giving students the optimum chance for success by utilizing techniques which tap into the various learning styles and by being keenly aware of each student's receptor qualities, I thus am giving kids the highest possible degree of a potential success rate."
17. "I also did a lot of evaluating what was working and what wasn't. At the time I found something was not working with the students we would work on it to change it, delete it, or to try it again. It would be the students' choice.

SELF-EVALUATION OF TEACHING METHODS

This area reflects the ability of the subjects to analyze and improve their teaching (sending) skills or interaction with the students (receivers). As one subscribes to the student-centered philosophy by attending to the ten receptors, the responsibility is delegated to the sender to evaluate their techniques. This is done to ascertain the effective and/or ineffective portions of their overall strategy in activating the prime interplay between sender, receiver, and outcomes (SRO).

Subject Statements

1. "There was time daily, weekly, and monthly to analyze what had gone on in the classroom, to return and compare and then plan new strategies and techniques."

2. "I did more thinking instead of writing. The class did make me look at myself as a teacher and what I was doing that I liked and what could I change to become more caring and involved with the students' needs."
3. "Over and over when I felt I didn't get through to a student I would reflect back to see what our pictures were like at that time."
4. "I use FOCUS to connect my feelings with those of my students. I examine my own perceptions and then try to pick up on theirs during class."
5. "I changed the math homework system so that more of my students would be successful."
6. "I attempted to use two of my weakest areas - - music (rap) and art to utilize my students' strengths to help explain government concepts."
7. "FOCUS has helped me to step back and look at the total picture."
8. "What am I thinking, feeling, and doing, these questions truly helped me to analyze and improve my teaching skills."
9. ". . . take a sincere look at what is happening in my classroom and how I feel about it. It also made me examine why I do the things I do."
10. "The past three months have allowed me to analyze my thinking, feeling, and doing. What is successful and why?"
11. "I learned to examine the why of what I am doing for understanding and clarification in my own mind, not just go on a wing and a prayer 'because it works'."

Positive Psychological Climate

Critical to the acquisition of knowledge is the environment in which it takes place. If one adopts a student-centered approach, the creation of a positive climate inevitably occurs as a result. It is comprised of the variables, Positive Modeling Behaviors, activation of the receptors, and utilization of varying techniques, which make a classroom setting a safe one, inviting risk-taking and thereby enhancing learning. Teachers need to understand that students' feelings and attitudes

affect their current and future learning. This area examines subjects' ability to create this environment and recognize the students/receivers as capable, valuable, and responsible to encourage their intellectual, social, psychological, and physical development.

Subject Statements

1. "I realize my first writings dealt with trust and how to develop that trust."
2. ". . . my students have become more open with their trust in me as a teacher."
3. "The kids are more aware of each other and working in groups. They seem very relaxed in the classroom. In turn students are giving more support to others that are having trouble in areas not just academic."
4. "Parental support . . . Parents lend their support readily because students tell them I'm on their side."
5. "There is a positive psychological climate because I am doing the FOCUS model. Both of our survival needs are met. Because I provide a caring, loving environment, the children feel worth and recognition. I am doing a variety of activities and lessons that are fun and exciting for the children. My students and myself both feel tremendous success."
6. "I notice other children asking questions. Feeling free to ask for help shows a sense of comfort and security."
7. "I want them to know I care about them as it is important that they trust me. When trust is established, they will feel free to try, succeed or try and fail. What is important is that they know they can always keep trying because I will be there to offer encouragement and support."
8. "Everyone feels successful as they share ideas in a relaxed setting. They become more confident, and less afraid of failure."
9. ". . . students are overall happy and having fun with our activities, my teammates are working well together, and so I am enjoying the year instead of counting the days to vacation."

10. "Being 'connected' . . . We are all more relaxed and class has its own 'comfort zone' to it! The use of 1-2-4 groups has led to students being more 'connected' with one another, too."
11. "My students appear to be more relaxed . . . I am more relaxed."
12. "My students make positive comments about school."
13. "My students appear to be more tolerant of individual differences."
14. "I greet each child by name as he/she enters the room, give and receive hugs as needed, use abundant verbal praise and reinforce positively."

Self-Efficacy

This area embodies the subjects' awareness of their efficacious teaching strategies and their feelings of empowerment to affect learning in their students. This sense of empowerment reinforces the validity of the FOCUS concepts, contributing to continued application leading to a renovated vitality.

Subject Statements

1. "I personally feel I have grown professionally in the last 3 months more so than in the last 2 years."
2. "I do implement the concepts into not only my teaching but my life."
3. "Students are reaching the point of being self starters."
4. "Homework was being done on a regular basis by all. The quality of work was good. Students were becoming more involved in class discussions and explanation of problems."
5. "I am excited and give forth more energy using positives. My student are finding ways to be successful as well as feeling good about themselves. We all did some goal setting together."
6. "I see and feel the difference in the classroom. The class atmosphere has changed since last year and even the beginning of this year. My attitude is more open and FOCUS has done that."

7. "After each meeting I felt like I got a shot of positive energy to work towards what is best for the kids not just teaching the academic lessons but getting into the students' heads before the lesson began."
8. "My students appear to be excited about learning (again)."
9. "My students appear to be more confident in their abilities. I am more confident in my ability to teach."
10. "A great amount of learning is taking place because the formation of concept is occurring."
11. "Throughout this 3 month course it gave the the energy to do things I really never had time for."
12. "I also find within myself . . . the strength, stamina, encouragement and endurance to go back to school this fall and do what I do best."

DISCUSSION

Analysis of the results suggested that increased knowledge and employment of the FOCUS model concepts altered subjects' perceptions, increased self-efficacy, and served to reinforce continual application in the classroom. Subjects' statements demonstrated perceptual alterations of their confidence in FOCUS to increase their capability of employing the model, thereby increasing their teaching efficacy.

Subjects relayed minimal to moderate comprehension of FOCUS concepts on initial questionnaires, and application of these concepts was sparse or non-existent due to reservations about its validity. Knowledge was primarily conceptual and externalized at the outset of the study. Following the three month course, subjects' statements reflected that they began to integrate the concepts (thoughts), the confidence in the model's validity (beliefs/feelings), and application in the classroom (actions) thus demonstrating the CBA progression. This three dimensional integration provided an internalized rationale for the educational methodology they employed in the classroom. Final journal entries demonstrated that perceptual change occurred as a result of observing an

improvement in their students' learning. This inevitably enhanced their vision of themselves as effective teachers reinforcing continued utilization of the concepts.

Continued classroom application was sustained by the monthly sessions where problem areas could be addressed through strategizing and effective components could be shared. This has important implications for staff development within a school system or any organization where humans are put together to complete a desired outcome.

The most important outcome of this case study is that these results would indicate the philosophical direction taken by this line of research can be substantiated and is worthy of further study and evaluation. For instance, an individual's learning style may impact origin stage of, and progression through, the Perceptual Outcomes Matrix. A Learning Style Profile can be conducted to ascertain any influence. Furthermore, an individual may show little, if any movement, on the Outcomes Matrix if they were exposed to a high number of FOCUS workshops placing them in an advanced stage from the outset of the study. They may, however, move within that stage from concepts and beliefs to action.

Demographic comparisons were not involved in this study. Implications for further research in this area would be the examination of any differences between urban, suburban, and rural teachers in the use and impact of the FOCUS concepts, based on the types of students in their classrooms.

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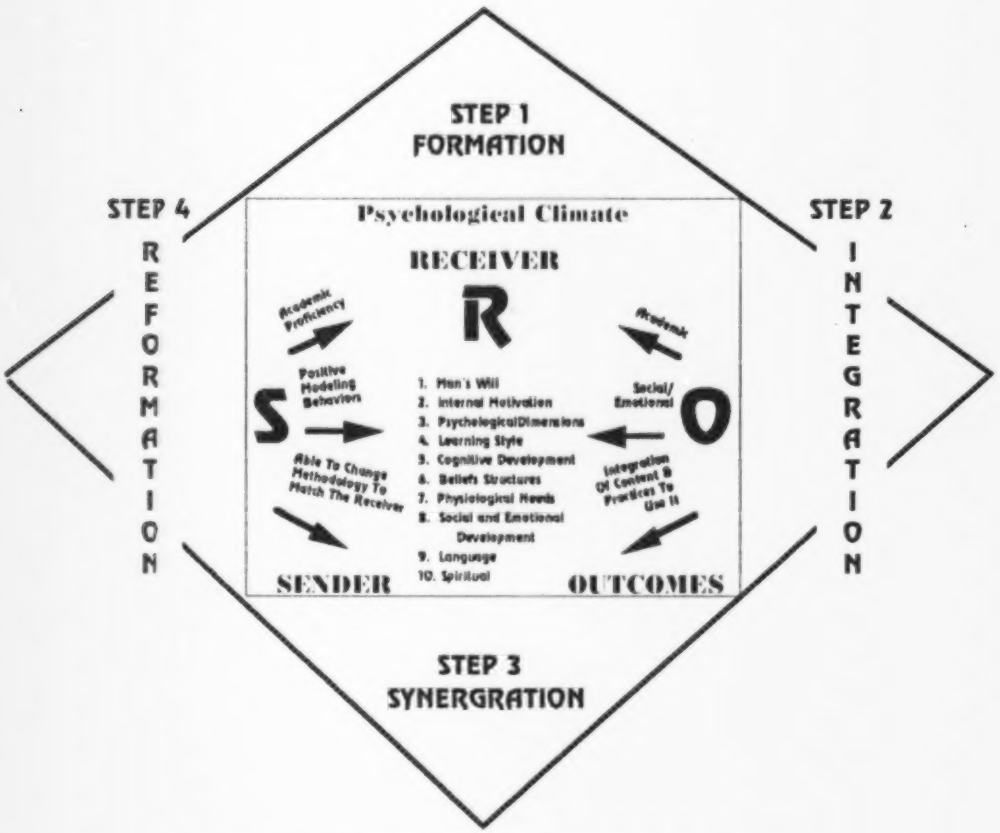
APPENDIX A

The FOCUS Model



Formation **O**f **C**oncept between you and me, which is **US**

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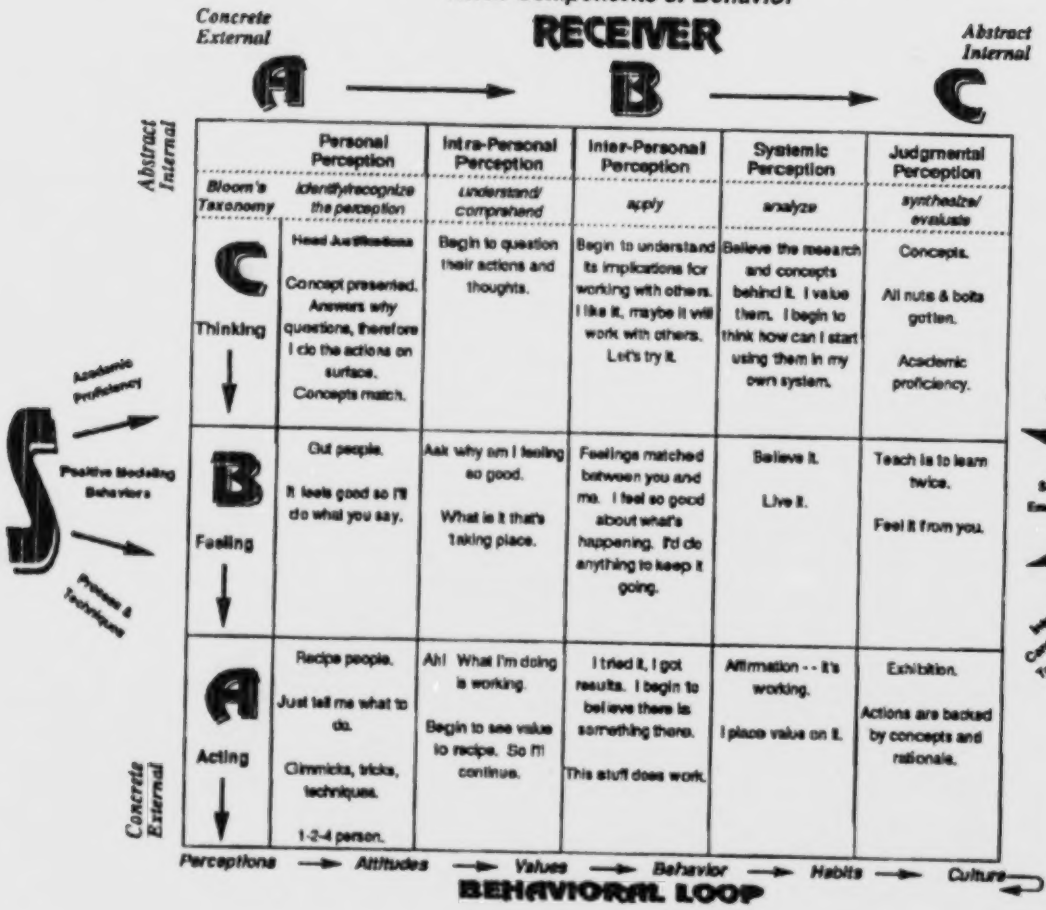
Appendix B

Research Questionnaire

1. As a concisely as possible, what is FOCUS?
2. What have you gained through your FOCUS experience? Share 2 - 3 of the most important gains.
3. What are the 3 most important things you've learned from FOCUS?
4. Explain the impact FOCUS has had on your thinking, following this chronology: initial impact, impact at the end of class(es), and the impact now.
5. Explain the impact FOCUS has had on your feelings, following this chronology: initial impact, impact at the end of class(es), and the impact now.
6. Explain the impact FOCUS has had on your actions, following this chronology: initial impact, impact at the end of class(es), and the impact now.
7. Has FOCUS impacted your teaching or the ways you look at students? If so, how?
8. What are you doing differently now than before FOCUS?
9. How would you describe the climate of your building?
10. What aspects of FOCUS did you find least important?
11. What do you feel you still need to learn about FOCUS?

STAGES OF PERCEPTUAL OUTCOMES

Three Components of Behavior


Concrete External
RECEIVER
Abstract Internal
A
B
C
Abstract Internal
Personal Perception
Intra-Personal Perception
Inter-Personal Perception
Systemic Perception
Judgmental Perception
Bloom's Taxonomy
identify/recognize the perception
understand/ comprehend
apply
analyze
synthesize/ evaluate
C
Thinking
Head Justifications
Concept presented. Answers why questions, therefore I do the actions on surface. Concepts match.
Begin to question their actions and thoughts.
Begin to understand its implications for working with others. I like it, maybe it will work with others. Let's try it.
Believe the research and concepts behind it. I value them. I begin to think how can I start using them in my own system.
Concepts.
All nuts & bolts gotten.
Academic proficiency.
Academic Proficiency
Positive Modeling Behaviors
Process & Techniques
S
B
Feeling
Gut people.
It feels good so I'll do what you say.
Ask why am I feeling so good.
What is it that's taking place.
Feelings matched between you and me. I feel so good about what's happening. I'd do anything to keep it going.
Believe it.
Live it.
Teach is to learn twice.
Feel it from you.
Knowledge
Social/ Emotional
Integration Of Content & Practice To Use It/Strategies
O
A
Acting
Concrete External
Recipe people.
Just tell me what to do.
Gimmicks, tricks, techniques.
1-2-4 person.
Ah! What I'm doing is working.
Begin to see value to recipe. So I'll continue.
I tried it, I got results. I begin to believe there is something there.
This stuff does work.
Affirmation -- It's working.
I place value on it.
Exhibition.
Actions are backed by concepts and rationale.
Perceptions → Attitudes → Values → Behavior → Habits → Culture
BEHAVIORAL LOOP

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THE STAGES OF PERCEPTUAL OUTCOMES: Three Components of Behavior is the matrix that shows the progression of stages each person goes through as a result of their involvement with the interactive model of FOCUS.

Behavior is made up of thinking, feeling, and acting. The vertical side of the matrix shows these three broad areas. The horizontal stages indicate how a person with one particular area of behavioral dominance, whether it be Thinking (C), Feeling (B), or Acting (A), progresses through the same experience.

The assumption is still made in this matrix that the learners, regardless of their area of behavioral dominance, still come to training or learning from an external to internal orientation, thus the ABC going from left to right at the top of the matrix.

STAGES OF PERCEPTUAL OUTCOMES: *Definitions*

The stages of perceptual outcomes in these matrixes, unlike Bloom's Taxonomy that accompany it, are not necessarily sequential. It is the belief of the FOCUS model that outcomes are random and perhaps develop a pattern that seem sequential over a period of time. Having said that, there are stages in addition that groups go through which are more predictable. These are the stages of perceptual outcomes we have taken from our research.

The matrix indicates 5 stages of Perceptual Outcomes:

1. **Personal Perception** - How the experience matches my internal world.

The Person looks at the experience externally as "it" having a value rather than me valuing "it".

- A person likes it
- I use this
- I do it
- This feels good
- Nothing new
- Anyone that doesn't like this is stupid
- A person doesn't like it
- I don't believe this
- Waste of time, I don't have
- Playing games
- Anyone else that likes it is stupid

2. **Intra-Personal Perception** - Why the experience matches my internal world.

- Develop understanding of the activities
- Begin to develop a rationale
- Build awareness of options or alternatives
- Value experience
- Explore what the experience
- What's significant, important
- Validated
- Building confidence in my understanding

3. **Inter-personal Perception** - Applying the experience that matches my internal world.

- Willingness to try techniques
- Utilize your understanding of the theory and model
- Utilization of skills (i.e., listening, group, communication)
- Realize something is valuable
- See the benefits to using the model

4. **Systemic** - Re-creation with purpose of the experience that matches my internal world.

- Active experimentation - take what I've been through and now recreating it
- Using theory and model on a consistent basis
- Utilize the process to maximize efforts
- Know what you're going to get before you start

5. **Judgmental Perception** - Evaluate and synthesize the experience that matches my internal world.

- Evaluate what's working or effective
- Plan that addresses concerns or problem areas
- Identify concerns, or problem areas
- Continuous improvement of being able to make it better

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Appendix D

Technique Definitions

1-2-4 Technique: 1 - Being time for each participant to put down their own thoughts, 2 - Sharing it with one other person in the group of four; 4 - Sharing the pairs' ideas with the entire group of four.

Academic Layering: The integration of new information/knowledge with a person's existing knowledge.

Class Meeting: An idea session where participants are assembled for the purpose of spending time to talk and listen to each other while discussing a topic or concern that is important and relevant to the group. There are three levels:

Level I Defining The Topic/Asking For A Definition: Seek to expand the definition by searching out meanings in related areas to the topic. These questions are usually in reference to the present.

Level II Personalizing The Topic: Relates the topic to the participant's world. These questions are usually in reference to the past.

Level III Challenging: Probe for diverse ideas by setting up an unusual situation or one with many alternatives. Ask questions which search for: What? What if? Could we? Should we? Guide discussion to encourage new thinking, application, and evaluation of ideas. These questions are usually in reference to the future.

Developing Lesson Plans To Accommodate Learning Styles: Activities developed using concrete experiences, reflective observation, abstract concepts and active experiences.

Four E's Of Questioning: A connection is formed by my entry into your internal world where you can draw from your prior knowledge or experience. This is formed by your evaluation and broadened internally by an elaboration. A question forces you to conceptualize and create a connection between me and you and engages receptors.

Appendix D (continued)

Debriefing: A technique used to evaluate a previous experience. It is three dimensional and takes into account the content presented in the experience, the affect of the experience on the thoughts, feelings and actions of ourselves and others involved in the experience. The third dimension involves an understanding of the content and an ability to transfer this knowledge to future situations (or into practical application). At a later stage, this technique (or results of this technique) is utilized in an overall evaluation of what's been covered, what may remain and/or what direction logically follows.

Consensus: A working toward substantial agreement or a collective opinion, not necessarily unanimity. The best results flow from a fusion of ideas, information, logic and emotion.